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ABSTRACT

Based on proven research, this booklet summarizes essential information of how children learn to read and how to teach beginning reading skills. After a foreword, the booklet discusses the Illinois Right to Read Initiative (a blueprint for significantly improving reading and literacy among students over the next five years) and summarizes the components of the Initiative. It then presents research-based core abilities that work together to create strong reading skills: phonemic awareness, alphabetic principle, sound-spelling correspondence, decoding ability, spelling skills, and comprehension skills. It then discusses 12 essential components of research-based programs for beginning reading instruction, and presents eight features of classrooms and schools that support effective beginning reading instruction. Contains the Illinois Learning Standards for reading and 12 references. (RS)

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The Little Red Reading Book

Research on Reading Instruction

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A Component of the Illinois Right to Read Initiative

Illinois State Board of Education

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September 1997

The Little Red Reading Book

Research on Reading Instruction

A Component of the Illinois Right to Read Initiative

The Illinois State Board of Education gratefully acknowledges the Texas Education Agency and their willingness to allow material from the *Beginning Reading Instruction* to be used in this publication. We also wish to acknowledge the work of the Illinois Reading Summit and the California State Department of Education.

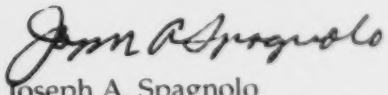
A Message from the State Superintendent

Reading is at the heart of all learning. Students' success or failure in reading at the early grades resonates throughout the rest of their lives. A child's opportunity to succeed is dependent on the right to read.

The Illinois Right to Read Initiative is a blueprint for significantly improving reading and literacy among students over the next five years, based on the best reading research available.

I believe that one of the first steps in our Initiative must be to get this information into the hands of everyone who can help our children to read. *The Little Red Reading Book* captures this research in a simple and useful form. In addition to summarizing essential information on how children learn to read and how to teach beginning reading skills, we have included a reference section for more in-depth information. As more and better knowledge about reading becomes available, we will update this book.

Improving our children's ability to read will take a concerted effort. It is our hope that the Illinois Right to Read Initiative will help to unify this important endeavor and maximize our opportunities to help our children read and therefore, succeed.



Joseph A. Spagnolo
State Superintendent of Education

Foreword

The Little Red Reading Book addresses current research on the **foundational skills** of reading - those skills most effectively taught during beginning reading instruction in the early years of schooling. Intentional instruction within a comprehensive reading program during this critical period sets the stage for a lifetime of literacy.

Foundational skills, though certainly essential, are not a complete picture of effective reading instruction. Learning to apply these skills in a variety of ways begins in the early years of school and continues through high school and beyond. Students acquire **"multiple literacies"** by using their reading skills to respond to literature, learn with textbooks, read informational materials, find and use reference materials, access electronic information, interpret visual and graphic displays and evaluate information sources. The Illinois Learning Standards require students to apply their reading skills in exactly these ways. Future publications within the Illinois Right to Read Initiative will focus on ways to teach and learn applied reading skills across all subjects, across all grade levels, and for various populations of students with specific needs.

Other components of language instruction support and reinforce the acquisition of reading skills. These **supporting processes** include speaking, listening, writing, inquiry and monitoring abilities. *The Little Red Reading Book* addresses these components as they support the acquisition of foundational skills. Future publications will look at ways they can support the broader applied skills we are calling "multiple literacies."

Finally, we must pay constant attention to the **contexts** in which students read: at school, at home, in the workplace, in the community, and as individuals in the pursuit of information or simply for pleasure. These contexts supply the "where" and "why" of reading for students, giving them not only opportunities to read, but reasons to read. Ultimately, our goal is to enable each student to become a purposeful, motivated and capable reader who can use this invaluable set of skills for a lifetime of learning and enjoyment.

The State Board of Education presents *The Little Red Reading Book* as the beginning of a series of concise and user-friendly publications to help bring reading to the forefront of Illinois' education improvements.

The Illinois Right to Read Initiative

Reading is the foundation upon which academic success rests. Students who read well and widely build a strong foundation for learning in all subjects. Every child is entitled to learn how to read and read well before completing sixth grade. **A child's right to succeed is dependent on the right to read.**

For too long, the debate about reading has been caught up in artificial arguments over the merits of pure phonics instruction versus the benefits of whole language instruction. This type of argument is too simplistic, and tends to ignore what we now know about reading. Instead, our approach must be based on facts. Recent scientific research has verified that a well-organized, comprehensive approach to the teaching of reading that includes systematic teaching of specific reading skills, especially at the early grades, produces dramatically better readers. Research has identified exactly what reading skills a child needs, and reading programs can now be designed and evaluated based on this research.

The Illinois Right to Read Initiative is based upon this proven research. The initiative is a coordinated approach to do the following:

- share information about research-based reading instruction with everyone who has a vested interest in helping our children learn to read;
- train every teacher of elementary students to know and understand the teaching of reading;
- connect all Illinois schools with the best reading programs and approaches, along with funding support;
- identify the best instructional materials available;
- unify the efforts of parents, community members, educators and employers in the support of better reading for all students; and
- establish adequate long-term state funding support for reading improvement.

Illinois children need and deserve an aggressive approach to ensure their right to read.

Desired Results - Five Years

1. **Every elementary school child will be able to read on grade level, with fluency and comprehension.**
2. **Every elementary school teacher will be able to teach reading using comprehensive, research-based methods.**
3. **Every student will meet the Illinois Learning Standards for reading, as measured by the state reading assessment.**
4. **Illinois students will perform above national averages on national measures of reading ability.**
5. **School and community reading initiatives will be established and locally maintained, providing a rich environment for continued reading improvement.**

The initiative sets forth a blueprint to achieve these results. It is intended to set a clear course toward significantly improving reading and literacy of Illinois students over the next five years. Improvements in student reading performance should be visible and measurable within two years. Additional components will be added as the initiative progresses and as resources become available.

The initiative entails four key strategies to improve reading and literacy:

I. Communicate information on how children learn to read and reading programs that work.

II. Improve the ability of educators to teach children to read.

III. Mobilize partners to join with educators to improve reading.

IV. Provide direct intervention and targeted resources to support reading improvement.

A summary of activities related to these components appears on the next page. For more details on the Illinois Right to Read Initiative, call 217/782-4321 or visit our web page at www.isbe.state.il.us on the Internet.

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Summary: Illinois Right to Read Initiative Components

I. Communicate information on how children learn to read and reading programs that work.

- Distribute a concise document on reading research and effective beginning reading instruction to educators and the public (*The Little Red Reading Book*)
- Identify the best reading programs and materials and make them available to schools with funding support (grants)

II. Improve the ability of educators to teach children to read.

- Strengthen teacher preparation to ensure that all new elementary teachers are competent, effective teachers of reading
- Train current teachers through intensive summer institutes beginning summer 1998
- Make reading inventories available for primary grade reading diagnosis
- Strengthen local reading improvement plans

III. Mobilize partners to join with educators to improve reading.

- Establish a Reading Education Partnership Council to unify the efforts of educators, employers, community and parent organizations and libraries to support reading improvement
- Provide funding support (grants) for community-based reading improvement projects
- Enlist software companies to develop exciting reading software for school and home use

IV. Provide direct intervention and targeted resources to support reading improvement.

- Dedicate $1 million of FY98 state K-6 Reading Improvement funds to support teacher training and grants for this year
- Establish a Resource Committee (legislative leadership) to examine ways to better target and expand funds for reading interventions and improvement for FY99 and beyond

Research on Reading Instruction - What We Know*

Research over the past 30 years has shed tremendous light on how children learn to read. Certain abilities must be developed that work together to create strong reading skills. These core abilities include:

- **Phonemic awareness** - the ability to segment words and syllables into constituent sound units (phonemes). Some measures of phonemic awareness include rapid naming of letters, numbers and colors, and awareness of print as symbolic of sound. Problems with phonemic awareness are the best predictor in kindergarten or first grade of future reading difficulty in grade three.

  Instruction at an early age (kindergarten) using the following types of phonemic awareness tasks has had a positive effect on reading acquisition and spelling for pre-readers: rhyming, auditorily discriminating among sounds that are different, blending spoken sounds into words, isolating sounds from words, deleting sounds from words and word-to-word matching.

- **Alphabetic principle** - recognizing the letters of the alphabet and that written words are composed of patterns of letters that represent the sounds of spoken words. It is not simply the accuracy with which children can name letters that gives them an advantage when learning to read; it is also the ease with which they do so. Thus, the speed with which children can name individual letters strongly predicts success for prereaders and is strongly related to reading achievement among beginning readers. A child who can recognize letters with speed and confidence will have an easier time learning about letter sounds and word spellings. Also, many letter names are related to their sounds, again making the connection between sound and print easier.

- **Sound-spelling correspondence** - the ability to match letters and letter combinations with sounds, and to blend sounds together into seamless words. Direct sound-spelling instruction (phonic instruction) means telling children explicitly what single sound a letter or letter combination makes. This has been proven more effective in preventing reading problems than asking children to figure out sound-spelling correspondences from giving clues or using whole words only. Phonemes must be separated from words for direct instruction. Later, as children

* The information contained in this section is adapted from sources 1 and 6 on page 18.

learn two or three sound-letter correspondences, they should be taught how to blend the sounds into words, moving sequentially from left to right. Blending practice should use words composed of only the sound-letter combinations learned that day.

The 48 most regular sound-letter combinations are shown below:

a as in fat	g as in goat	v
m	l	e
t	h	u-e as in use
s	u	p
I as in sit	c as in cat	w "woo" as in well
f	b	j
a-e as in cake	n	I-e as in pipe
d	k	y "yee" as in yuk
r	o-e as in pole	z
ch as in chip	ou as in cloud	kn as in know
ea beat	oy toy	oa boat
ee need	ph phone	oi boil
er fern	qu quick	ai maid
ay hay	sh shop	ar car
igh high	th thank	au haul
ew shrewd	ir first	aw lawn

- Decoding ability - the ability to identify familiar words rapidly and effortlessly and to "figure out" words never seen before, relying primarily on print rather than pictures or story context. Children must learn effective sounding-out strategies that will allow them to decode words they have never before seen in print. Some effective instructional approaches to teach decoding strategies include sound-letter practice, word families, onsets and rimes and blending. More advanced strategies focus on structural analysis, the identification of root words, and prefixes and suffixes.

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- **Spelling, Vocabulary and Writing Skills** - the ability to place letter patterns, both regular and irregular, and words into long-term memory, which helps build the ability to retrieve correct spellings and recognize word families, synonyms, homonyms and antonyms. An organized spelling program in which children learn to spell large numbers of words correctly is one of the most productive strategies in helping children learn to read. Spelling work should correlate with vocabulary work in a systematic way, with regular introduction and learning of sufficient words to correspond to the increasing vocabulary in reading materials. Regular writing practice should reinforce spelling and vocabulary skills.

- **Comprehension Skills** - the ability to extract meaning from text. Three major teaching strategies build these skills: reading a lot of material, through classroom and individual reading programs; practicing specific reading strategies such as summarizing, asking and answering questions, and rereading; and participating in in-depth discussions about reading materials to extract main ideas, points of view and purposes of the texts.

Essential Components of Research-Based Programs for Beginning Reading Instruction*

Children have opportunities to expand their use and appreciation of oral language.

Language experiences are central to good reading instruction. Children learn a great deal about the world, themselves and others from spoken language. The structure of the English language becomes familiar through speaking and listening. Kindergarten and first grade language instruction that focuses on listening, speaking and understanding includes the following:

- Songs, chants and poems that are fun to sing and say
- Discussions about a variety of topics familiar to students
- Concept development and vocabulary lessons
- Games and other activities that involve talking, listening and following directions

Children have opportunities to expand their use and appreciation of printed language.

Children's appreciation and understanding of the purposes and functions of written language are essential to their motivation for learning to read. Children must recognize that printed language appears all around them - in books, magazines, newspapers, and on signs, billboard and labels. Reading instruction that focuses on the uses for and appreciation of printed language includes the following:

- Activities that highlight the meaning, use and production of print in classroom signs, labels, nametags, posters, calendars and lists
- Activities that teach print conventions such as directionality (left to right, for example)
- Activities related to handling books and magazines, such as finding the front cover, turning the pages and holding them right side up
- Activities that focus on the sizes and shapes of words, such as their boundaries, appearance and length
- Practice with patterned language stories

Children have opportunities to hear good stories and informational books read aloud daily.

Listening to books read aloud and talking about them introduces children to the pleasures and benefits of reading. Reading aloud introduces children to new words, sentences and ideas. They hear the types of vocabulary, sentences and text structures they will be expected to read and understand. They hear written words translated

* The information contained in this section is adapted from source 11 on page 18.

into fluent speech. Activities include the following:

- Reading aloud every day
- Reading a variety of both stories and informational books and articles
- Talking about books and stories and relating them to familiar things

Children have opportunities to understand and manipulate the building blocks of spoken language.

Children's ability to think about individual words as a sequence of sounds is important to their learning how to read an alphabetic language. Instruction that promotes children's understanding and use of the building blocks of spoken language includes the following:

- Language games that teach children how to identify words that rhyme and to create rhymes on their own
- Activities that demonstrate that sentences are (1) made up of separate words, (2) made of syllables and (3) can be broken down into separate sounds
- Activities where children manipulate the sounds of words, separate words into sounds, blend sounds, delete sounds or substitute new sounds for those deleted

Children have opportunities to learn about and manipulate the building blocks of written language.

Knowledge of letters (graphonemes) is essential to successful reading. This includes the use, purpose and functions of letters. Instruction that promotes children's understanding and use of the building blocks of written language includes the following:

- Learning the names of letters and practicing their rapid and accurate recognition
- Learning to print the letters they are learning to identify
- Writing and manipulating letters to make simple messages

Children have opportunities to learn the relationship between the sounds of spoken language and the letters of written language.

Increasing children's awareness of the sounds of spoken language and their familiarity with written letters prepares them to understand the alphabetic principle – that written words are composed of patterns of letters that represent the sounds of spoken words. Explicit and systematic teaching of sound-letter relationships should occur in a sequence that permits the children to assimilate and apply what they are learning. Helpful instruction includes the following:

- Alphabetic awareness activities in which children learn that printed words are made up of patterns of letters

- Lessons in sound-letter relationships that are organized systematically and that provide plenty of practice and review as needed
- Activities in which children combine and manipulate letters to change words and spelling patterns

Children have opportunities to learn decoding strategies.

Readers need to quickly and automatically translate the letters and spelling patterns of written words into speech sounds so that they can identify words and grasp their meaning. Children must learn to identify words quickly and effortlessly, so that they can focus on the meaning of what they read. Explicit decoding strategies must be acquired so that in effect, all words eventually become "sight words." Effective instruction includes the following:

- Practice in decoding and identifying words that contain the sound-letter relationships children are learning to read and *need* for reading and writing
- Activities that involve word families and rhyming patterns
- Activities that involve blending together the components of sounded-out words
- "Word sort" activities in which children change beginning, middle or ending letters of related words, thus changing the words they decode and spell
- Introduction of phonetically "irregular" words in practice activities and stories

Children have opportunities to write and relate their writing to spelling and reading.

As children learn to read and write words, they become aware of how these words are spelled. Increasing children's awareness of spelling patterns hastens their progress in both reading and writing. In the early grades, spelling instruction must be coordinated with the program of reading instruction. As children progress, systematic lessons in spelling are beneficial. Activities for effective spelling instruction include the following:

- Proofreading activities
- Emphasis on pride in correct spelling
- Lessons that help children address spelling conventions in a systematic way
- Activities that surround children in words and give purpose to reading and writing

Children have opportunities to practice accurate and fluent reading in decodable stories.

When children are learning to read, the most useful practice in promoting automatic word recognition and fluent, effortless reading is the reading and rereading of meaningful stories that are decodable and manageable. The words in these stories are based on the sound-letter relationships the children are learning. Such stories pro-

vide children with the opportunity to immediately practice what they are learning about letters and sounds. As children learn to read words, sentences and stories fluently, accurately and automatically, they no longer have to struggle to identify words and are free to pay closer attention to the meaning.

It must be noted that predictable, patterned language stories are often not based on the sound-letter relationships children are learning and should not be confused with decodable text. Research strongly asserts that children benefit greatly from direct, systematic decoding instruction and that instruction should follow with practice in decodable stories. Stories should "fit" the child's reading level. Beginning readers should be able to read easily 90 percent or more of the words in a story, and after practice should be able to do so quickly, accurately and effortlessly.

Children have opportunities to develop new vocabulary through wide reading and direct vocabulary instruction.

Written language places greater demands on children's vocabulary knowledge than does their everyday spoken language. It is obvious that the number of new words children learn from reading depends upon how much they read. Therefore, it is important that teachers read aloud to children and encourage them to do a great deal of voluntary and independent reading. In addition, during reading instruction, children should be asked to attend to the meaning of new words. Vocabulary building activities include the following:

- Reading of a variety of books, stories, articles and passages, both narrative and informational
- Instruction that provides explicit information both about the meanings of words and how they are used in stories that are read
- Activities that involve analyzing context to figure out the meaning of unfamiliar words in a reading passage
- Discussions of new words encountered during the course of the day
- Activities that encourage children both to use words they are learning in their own writing and to keep records of interesting and related words

Children have opportunities to read and comprehend a wide assortment of books and other texts.

As children learn effective decoding strategies and practice these skills, they begin to read books and other texts that are less predictable and patterned. Soon, they become

newspapers, computer screens, media presentations and much more. Providing children with a great many reading materials, both narrative *and* informational, is of primary importance. Classrooms and libraries must offer children a variety of reading materials, some that are easy to read and others that are more challenging and of increasing difficulty and complexity. Children need access to many books that travel home for reading with family members and friends. Classrooms that ensure broad access to reading materials provide the following:

- Daily time for self-selected reading
- Access to books and other reading materials that are attractive to children
- Access to books that can be taken home to be read independently or with family members and friends

Children have opportunities to learn and apply comprehension strategies as they reflect upon and think critically about what they have read.

Written language is not just speech written down. Instead, written language offers new vocabulary, new language patterns, new concepts and new ways of thinking and communicating. Comprehension depends on the ability to quickly and automatically identify familiar words, which includes fluent reading, as well as the ability to figure out new words. But this is not enough.

Comprehension also depends on understanding word meanings, on the development of meaningful ideas from groups of words (phrases, clauses, sentences and passages) and the drawing of inferences. It also depends on the demands of the text (density, vocabulary, complexity of concepts) and the knowledge the reader possesses. For children to receive the greatest benefit and enjoyment from reading, they must receive comprehension strategy instruction that builds on their knowledge of language and of the world. Comprehension strategy instruction can include the following:

- Activities that help children preview reading selections, anticipate content and make connections between what they will read and what they already know
- Instruction that provides options when understanding is difficult; for example, rereading, asking for expert help, or looking up words in a dictionary
- Guidance for helping children compare characters, plots and themes in different stories
- Activities that encourage discussion about what is being read, such as drawing conclusions and making predictions

Features of Classrooms and Schools that Support Effective Beginning Reading Instruction*

Reading improvement requires a total school effort and cannot be accomplished without the support of school boards and school administrators. The following is a list of those classroom and school/district features that support a successful reading program.

Careful Use of Instructional Time

While language arts practice occurs across subjects throughout the school day, significant time must be dedicated to reading instruction and specific language arts instruction. Elementary schools dedicate and protect a substantial amount of time each morning for reading and language arts instruction (e.g., 90 minutes or more). Some children need additional assistance and are provided instruction that is based on their specific individual needs.

Systematic reading instruction begins in kindergarten and continues throughout the elementary grades. This careful, consistent and comprehensive instruction is based on research and thoughtful evaluation of data obtained from classroom observations, reading inventories, formal and informal assessments and samples of student work.

Language and concept development activities are deliberately included in the curriculum, along with daily reading aloud and discussions of high-quality reading materials, both narrative and informational.

Effective Instructional Practices

Teachers organize purposeful and flexible groups based on children's instructional needs. Membership in these groups changes as the children progress or as they experience difficulty.

Teachers provide instruction that involves both frequent interactions with children and constructive feedback.

Children read at an appropriate level in their programs of instruction, and teachers adjust their instructional practices according to how well and how quickly the children progress.

* The information contained in this section is adapted from source 11 on page 18.

Children who have difficulty learning to read are provided with additional reading instruction in small group and/or tutoring settings. In addition, before-school or after-school sessions, special reading improvement classes and summer school classes are provided for all children who need extra help. Such instruction is coordinated with the children's regular school day programs and are based on continual and thoughtful analysis of each child's progress and needs.

Sound Instructional Materials

Research-based criteria are used to select the instructional materials that provide the content and structure for the classroom reading program. These criteria establish the need for systematic instruction and sufficient practice in a number of aspects of beginning reading. These aspects include the following:

- ***phonemic awareness*** - children learn how to divide spoken words into individual sounds and to blend spoken sounds into words
- ***alphabetic principle*** - children learn to recognize, name and write letters; they learn that sounds can be represented by letters, and learn to recognize the most useful sound-letter relationships
- ***decoding ability*** - children learn blending and other decoding strategies that permit them to sound out new words and to identify them quickly
- ***decodable text*** - children read words, sentences and stories that contain the sound-letter relationships they are learning, as well as some "sight" words, building the ability to recognize words rapidly and automatically. Because fluent reading is essential to comprehension, children practice both oral and silent reading. Children have access to an array of manageable stories, books and other materials, both narrative and informational, to read on their own and with others.
- ***spelling and writing*** - children write using their knowledge of printed letters and the sounds they represent. Because knowledge of sound-letter patterns contributes to reading success, spelling instruction is coordinated with the program of reading instruction. Knowledge of and practice in correct spellings also contributes to better writing.
- ***vocabulary acquisition*** - the meanings of unfamiliar words are taught and discussed. Children also acquire word meanings through wide reading.
- ***comprehension and understanding*** - children discuss the meaning of everything they are learning to read - words, sentences, stories, directions, signs - with each other and with their teachers and their tutors. They build comprehension strategies such as rereading, using context clues and asking questions as they read more complex materials.

- ***language activities*** - children engage in storytime discussions, journal keeping, wide reading and purposeful writing.

Reading Opportunities

As children develop as readers, they eagerly read materials they can understand, learn from and enjoy. Children must have access to classroom and school libraries that have large and varied collections of books, magazines, software and other reading materials. Children thus have the opportunity to read widely, engage in meaningful small group and classroom discussions about what they are reading and learn to support their interpretations by relying on the text.

A Variety of Assessment Tools

Teachers and administrators regard assessments as informative and integral to the teaching and learning process. They select and administer reading assessments according to the needs of individual students. They conduct ongoing evaluations of student progress to help them plan instruction. Parents, teachers and administrators are kept abreast of all children's reading progress based on assessment information and thoughtful evaluation.

The following assessments and evaluations should be used with all children:

- **screening assessments** - during kindergarten and first grade, children are screened for phonemic awareness, alphabetic knowledge and understanding of basic language concepts
- **informal assessments** - on a regular basis, children are informally assessed to determine if they are making adequate reading progress. These assessments can include measures of reading rate and accuracy and story retellings. These assessments are used as a basis for adjusting instruction to the needs of each child.
- **end-of-year assessments** - children are assessed at the end of the school year to inform parents, teachers and school and district administrators about student reading progress. These assessments are used to meet the specific needs of children and to adjust the reading program for the following year.

A Positive School Climate

Administrators and staff create schools that welcome their students and create a positive school environment that contributes to their successful progress as readers. Aspects of a positive school climate include the following:

- **attractive environment** - buildings and classrooms are clean, neat and inviting.

- **book-rich environment** - lots of books and other reading materials are in evidence and in use in classrooms and school libraries.
- **student work** - children's written work is displayed in the classrooms and hall-ways.
- **positive staff** - the staff is friendly and respectful of students and is committed to a program of continuous student development from one grade level to the next. The staff models good reading behaviors on a daily basis.
- **curricular decisions** - continuous improvement is the norm; materials are carefully selected, the sequence of instruction is flexible yet systematic, and new ideas are evaluated and integrated with regularity.
- **student attitudes** - students are proud of their accomplishments and respectful of teachers and of other students.

Systematic Professional Development

Teachers take part in frequent, relevant and systematic professional development that focuses on improving their skills as teachers of reading and meeting the needs of all children. They are given time to practice instructional strategies and are supported throughout the school year.

Teachers have time to work with and consult with each other, to visit each other's classrooms and to make instructional decisions that improve transitions of students from one grade level to the next.

Lead or master teachers are available to coach new and less experienced teachers.

Sound Administrative Practices

Administrators work to allocate all possible resources of the school, including staff time, to meet the goal of successful reading instruction for all students. They demonstrate and designate instructional leadership that includes monitoring students' progress in each classroom and providing help when students are not making sufficient progress.

Administrators participate in and support professional development for teacher to improve reading instruction. They help teachers to focus on the performance and needs of their students. In their words and in their actions, they consistently support the components of effective reading instruction.

Illinois Learning Standards - Reading*

Adopted July 1997

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	**1.A.2a** Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	**1.A.3a** Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	**1.A.4a** Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	**1.A.5a** Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	**1.A.2b** Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	**1.A.3b** Analyze the meaning of words and phrases in their context.	**1.A.4b** Compare the meaning of words and phrases and use analogies to explain the relationships among them.	**1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

B. Apply reading strategies to improve understanding and fluency.

1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	**1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	**1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.	**1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	**1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	**1.B.2b** Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	**1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	**1.B.4b** Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	**1.B.5b** Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	**1.B.2c** Continuously check and clarify for understanding (e.g., *in addition to previous skills*, clarify terminology, seek additional information).	**1.B.3c** Continuously check and clarify for understanding (e.g., *in addition to previous skills*, draw comparisons to other readings).	**1.B.4c** Read age-appropriate material with fluency and accuracy.	**1.B.5c** Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	**1.B.2d** Read age-appropriate material aloud with fluency and accuracy.	**1.B.3d** Read age-appropriate material with fluency and accuracy.		**1.B.5d** Read age-appropriate material with fluency and accuracy.

* The information contained in this section is taken from The Illinois Learning Standards, source 8 on page 18.

C. Comprehend a broad range of reading materials.

1.C.1a Use information to form questions and verify predictions.	**1.C.2a** Use information to form and refine questions and predictions.	**1.C.3a** Use information to form, explain and support questions and predictions.	**1.C.4a** Use questions and predictions to guide reading.	**1.C.5a** Use questions and predictions to guide reading across complex materials.
1.C.1b Identify important themes and topics.	**1.C.2b** Make and support inferences and form interpretations about main themes and topics.	**1.C.3b** Interpret and analyze entire narrative text using story elements, point of view and theme.	**1.C.4b** Explain and justify an interpretation of a text.	**1.C.5b** Analyze and defend an interpretation of text.
1.C.1c Make comparisons across reading selections.	**1.C.2c** Compare and contrast the content and organization of selections.	**1.C.3c** Compare, contrast and evaluate ideas and information from various sources and genres.	**1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	**1.C.5c** Critically evaluate information from multiple sources.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	**1.C.2d** Summarize and make generalizations from content and relate to purpose of material.	**1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.	**1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material.	**1.C.5d** Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	**1.C.2e** Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	**1.C.3e** Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flash-backs, color, strong verbs, language that inspires).	**1.C.4e** Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	**1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	**1.C.2f** Connect information presented in tables, maps and charts to printed or electronic text.	**1.C.3f** Interpret tables that display textual information and data in visual formats.	**1.C.4f** Interpret tables, graphs and maps in conjunction with related text.	**1.C.5f** Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

* The information contained in this section is taken from The Illinois Learning Standards, source 8 on page 18.

References

The following is a starter list of references. It represents summary-style articles and materials geared for broad audiences. For a more in-depth list of reading references, please refer to our web page at www.isbe.state.il.us.

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Notes

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